

CENTRAL ADVISORY BOARD
OF EDUCATION IN INDIA

Report of the Committee of the
Central Advisory Board of Education
appointed to consider the Wardha
Education Scheme.



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REPORT OF THE COMMITTEE OF THE CENTRAL ADVISORY BOARD OF EDUCATION APPOINTED TO CONSIDER THE WARDHA EDUCATION SCHEME.

The Central Advisory Board of Education at its meeting held in January 1938 appointed a Committee, with powers to co-opt, to examine the scheme of educational reconstruction incorporated in the Wardha Scheme in the light of the Wood-Abbott Report on General and Vocational Education and other relevant documents, and to make recommendations.

This Committee met in Simla on the 28th, 29th and 30th June 1938 and was attended by the following members:—

1. The Hon'ble Mr. B. G. Kher, Premier and Education Minister, Government of Bombay. *Chairman.*
2. The Hon'ble Dr. Syed Mahmud, Minister for Education, Government of Bihar.
3. The Hon'ble Pandit R. S. Shukla, Minister for Education, Government of the Central Provinces and Berar.
4. Lady Grigg.
5. Rajkumari Amrit Kaur.
6. Dr. Sir Zia-ud-Din Ahmad, C.I.E., Ph.D., D.Sc., M.L.A.
7. Mr. W. H. F. Armstrong, I.E.S., Director of Public Instruction, Punjab.
8. Mr. Syamaprasad Mookerjee, Vice-Chancellor, Calcutta University.
9. Dr. Zakir Husain, Principal, Jamia Millia Islamia, Delhi.
10. Khan Fazl Muhammad Khan, Commissioner and Secretary to His Exalted Highness the Nizam's Government, Department of Technical and Vocational Education.
11. Mr. J. E. Parkinson, C.I.E., Educational Commissioner with the Government of India.

Mr. R. M. Statham, C.I.E., I.E.S., Director of Public Instruction, Madras, was unable to attend the meeting as he was on leave out of India.

Mrs. Hansa Mehta, Parliamentary Secretary for Education to the Hon'ble the Prime Minister, Government of Bombay, was co-opted and attended the meeting.

2. The papers mentioned in appendix I to this Report were circulated to the members of the Committee beforehand.

3. *Genesis of the Wardha Scheme.*—The present educational system of India has of recent years been condemned on the grounds that it has failed to adjust itself to changed conditions and is "uninspired by any life-giving and creative ideal". In 1937 Gandhiji initiated in the columns of the Harijan a discussion of the Indian educational problem and offered many suggestions the main principles of which were:—

- (a) The course of primary education should be extended at least to seven years and should include the general knowledge gained up to the matriculation standard less English and *plus* a substantial vocation.

- (b) For the all-round development of boys and girls all training should so far as possible be given through a profit-yielding vocation.
- (c) This primary education, besides training the mind, should equip boys and girls to earn their bread by the State guaranteeing employment in the vocations learnt and by buying from the schools their manufactures at prices fixed by the State.
- (d) Such education taken as a whole can and must be self-supporting.
- (e) Higher education should be left to private enterprise and the State universities should be purely examining bodies.

4. An All-India National Education Conference, which was convened at Wardha in October 1937 under the presidentship of Gandhiji to consider his proposed scheme of self-supporting education, passed the following resolutions:—

- (a) that free and compulsory education be provided for seven years on a nation-wide scale;
- (b) that the medium of instruction be the mother-tongue,
- (c) that the Conference endorses the proposal made by Gandhiji that the process of education throughout this period should centre round some form of manual and productive work and that all the other abilities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child;
- (d) that the Conference expects that this system of education will be gradually able to cover the remuneration of the teachers.

The age of entry to school should be 7 years and the standard attained at the end of 7 years schooling should approximate to the Matriculation (less English).

5. The All-India National Education Conference then appointed a Committee under the Chairmanship of Dr. Zakir Husain, Principal of the Jamia Millia Islamia, Delhi, to formulate a scheme of basic education on the lines suggested by its resolutions. This Committee worked out in detail the implication of those resolutions and its report is the authoritative Wardha Scheme of Education.

6. That Report (called for purposes of reference, the Zakir Husain Report) was in the hands of each member of the Central Advisory Board of Education Sub-Committee. Before the discussion either on the principles on which the Wardha scheme is based or on its details, Dr. Zakir Husain, whose presence at the meetings was of the utmost value, pointed out that many of the criticisms to which the Wardha Scheme had been subjected, arose from either a misconception of the fundamental ideas on which the scheme rests or from statements extracted from their context which give a false or distorted impression.

7. Dr. Zakir Husain felt that the discussion would be less discursive if he first pointed out what the Wardha Scheme was not. The removal of misunderstandings and the correction of false impressions would enable the members of the Committee to confine their remarks to the real and not to some hypothetical scheme and so avoid irrelevancy.

8. Dr. Zakir Husain mentioned that criticism was directed mainly against the idea that the scheme was conceived wholly with the set purpose of making education self-supporting by the sale of articles made by the pupils. It appeared to be a scheme of production with conscript child labour. This impression was entirely wrong. The scheme was one of education, not production. The educative value of craft-work and activity was throughout emphasised and the economic question was quite subsidiary. Education in Wardha schools would be carried on through real life situations arising from the physical and social environment of the child and the craft activity. Education through activity is now considered by all teachers as "the most effective approach to the problem of providing an integral all-sided education".

9. The Zakir Husain report defines the aim of the Wardha Scheme not as "the production of craftsmen able to practise some craft mechanically but rather the exploitation for educative purposes of the resources implicit in craft work", and sounds a warning of the obvious danger of stressing the economic aspect to the sacrifice of the cultural and educational objectives. The Wardha scheme rejects any mechanical labour in schools *merely* for production and states as a necessary condition of education that "the craft or productive work chosen should be rich in educative possibilities. It should find natural points of correlation with important human activities and interests". This view is identical with that expressed in paragraphs 10-17 and 24-25 of the Wood-Abbott Report and is in complete accord with modern educational thought. The Wardha Scheme deals only with compulsory primary education and does not imply any stoppage of grants to existing schools or colleges.

10. Hence all criticism, directly or indirectly implying that child labour is to be exploited for economic purposes, so that the schools can be wholly or even partially self-supporting is irrelevant. Critics therefore who believe that the schools will be industrial or vocational in the narrow sense and that the system is intended to force young children into prescribed vocations have not appreciated the real significance of the Wardha Scheme.

11. Dr. Zakir Husain deprecated uninformed criticism of the Scheme as a result of statements made by enthusiastic but misguided protagonists. He denied that the scheme would remove unemployment; indeed the question of unemployment was not even mentioned in his report, though he felt that the pupils of the Wardha schools would be better "employable" material than the pupils of existing schools because the Scheme was designed to produce "workers who will look upon all kinds of useful work as honourable and who will be both able and willing to stand on their own feet". He also denied that the Scheme stated or even implied either that the Government would provide employment at the end of the course or that all existing schools were to be transformed immediately into Wardha schools.

12. Dr. Zakir Husain next answered the criticism which had arisen in one form or other mainly from Muslim sources that the proposed Wardha schools neglected religious education, and were entirely secular in outlook. He admitted that the scheme prescribed no syllabus in religious education as the difficulties were obvious, but one of its foundations was a respect for all religions. The Wardha scheme neither made nor implied any alteration in the present position by which any community at its own expense is permitted to give religious teaching in Government or Local

Body schools to the pupils of that community out of school hours. Dr. Zakir Husain stated that no community need have the least apprehension that the Wardha Scheme was intended to discourage any form of religion or religious observance.

13. Misunderstandings also existed in regard to co-education. The Wardha Scheme does not make co-education compulsory to any age, and can be adopted in either boys or girls or co-educational schools. Indeed it expresses no opinion whatever whether or not co-education is desirable. The option given to parents in the Wardha scheme to withdraw their girls from school after the completion of the twelfth year does not imply that boys and girls should receive co-education up to that age.

14. After illuminating the educational and sociological bases on which the Wardha Scheme rests, Dr. Zakir Husain referred to the charge that under the Wardha scheme universities were to be merely examining bodies and as such would receive no financial aid from Government. Such a charge needs no refutation. His Report expressly excludes any discussion on secondary education for pupils above the age of 14. If the Wardha Scheme is adopted, a system of higher education co-ordinated with the Wardha organisation will have to be worked out.

15. To summarize, the Wardha Scheme—

- (a) emphasises education through activity and is not primarily concerned with the production of saleable material;
- (b) does not make spinning and weaving the only basic craft, but admits of the inclusion of any craft of equal or higher educative possibilities;
- (c) does not imply the ruling out of facilities for religious (denominational) education, where any community desires it; and
- (d) does not state or imply that the salary of the teachers must be directly met from the sale of material made in the school.

Dr. Zakir Husain's explanation removed from the minds of some members of the Committee the apprehension aroused by the literature which preceded the formulation of the Wardha Scheme and by some of the phraseology of the Wardha Scheme Report itself and so prepared the ground for a discussion of details.

16. The framers of the Wardha scheme deliberately confined their proposals to village education as the bulk of India's population resides in villages. The scheme is therefore primarily for rural areas. The Committee therefore wish to emphasise that it should first be introduced in rural areas and should not be extended to urban areas without necessary modifications though the principle of education through activity is as true for urban as for rural schools.

17. *Age range for "basic" education.*—The Zakir Husain Committee lays down a seven years course of education from the age of 7 to 14. They, however, realise that by fixing 7 as the age for the introduction of compulsory education, they have neglected a very important period of the child's life. In view of financial and other considerations, they did not feel justified in including the education of children below the age of 7 as a part of the compulsory scheme, though they hoped that nursery and infant schools would be started and encouraged by the State.

18. The normal age for admission to school in all advanced countries is 5 or 6. Even in India under the existing system of education children are usually admitted to school about the age of 6. This period of a child's life offers such educative possibilities that the majority of members preferred that the age range for compulsory education should be six years to fourteen years, though children of 5 years of age should not be excluded from school. It was agreed that compulsion could not be made effective merely by passing an Act making compulsion universal. Such a course would be unwise and impracticable, but the difficulties must be faced and effective compulsion extended as rapidly as possible.

19. In provinces where compulsion is in force the age limits are usually 6 to 11 (Appendix II). The Committee agree that this higher age limit must be increased to 14. Protagonists of the Wardha Scheme prefer that if for compulsory education, any lesser period than seven years has to be taken, the higher age limit of 14 should remain and whatever period is fixed should be reckoned downward from the age of 14 rather than upward from the age of 6. In other words, compulsion from 9 years to 14 years is preferable to compulsion from 6 years to 11 years. They argue that in the present circumstances education in the early years is of little worth, causes wastage and stagnation and is therefore a waste of money and that the years of adolescence offer greater educative possibilities than the age of childhood. By retaining the higher age limit, civic and social responsibilities, permanent literacy and craft skill and interest can be the better developed.

20. The Committee whilst recommending that the age for compulsion should be 6 to 14 were not unaware of the financial and other difficulties, particularly that of the supply of suitable teachers, and feel that the approach to universal compulsory education from 6 to 14 will depend on the financial and other resources of the different provinces. A number of members prefer the compulsory period to begin from the age of 6 and gradually work up to 14.

21. *Stages of Education.*—All schools under the Wardha Scheme are basic schools and therefore no difference in nomenclature between "primary" and "secondary" classes or stages is made. Primary and secondary education, however, form two well-defined stages each with its own scope, aims and methods. The clear distinction in aims and methods between these stages must be kept in view. This question is discussed at length in the Hadow Report. The Central Advisory Board of Education at its first meeting held in 1935 recommended a revised school organisation consisting of a primary stage of four years, a lower secondary stage of four years and a higher secondary stage of three years. The writers of the Wood-Abbott Report "whole-heartedly commend the general layout of this proposed reconstruction". Indeed every province makes the distinction between primary and secondary or middle education though the dividing line is at the end of the fourth class in some provinces and at the end of the fifth in others. The Committee, however, felt that it was unnecessary to make any recommendation in this connection as the question would need consideration at greater length when the co-ordination of the final form of the Wardha Scheme with higher education is taken up. It was agreed unanimously that transfer to Anglo-vernacular and other schools should be permitted after the completion of the fifth class or about the age of 11 +.

22. *Medium of Instruction.*—The Wardha Scheme lays down that the medium of instruction shall be the mother-tongue, that is, the vernacular of the pupils. The Wood-Abbott Report makes the same recommendation and few will be found to disagree. The Committee unanimously approve, though they are aware that in certain provinces a difficulty might arise as more than one vernacular may be spoken. In making this recommendation the Committee wish to emphasise that the term "vernacular" connotes the "literary" language and not a dialect.

23. *Hindustani.*—The object of including Hindustani as a compulsory subject in the school curriculum is, according to the Zakir Husain Committee, to ensure that all the children educated in the "basic" schools may have a reasonable acquaintance with a common "lingua franca". That Committee has accordingly recommended that in Hindustani-speaking areas this language should be the mother-tongue but the students as well as the teachers will be required to learn both the scripts so that they may read books written in Urdu as well as in Hindi, and that in non-Hindustani speaking areas, where the provincial language will be the mother-tongue, the study of Hindustani should be compulsory during the 5th and 6th years of school life but the children will have the choice of learning either one or other script. Thus teachers who have to deal with children of both types must know both the scripts. The Committee recognise the desirability of a common language for India which should be Hindustani with both the Urdu and Hindi scripts, though some members believe that the adoption of one common script, the Roman, would considerably simplify teaching procedure and tend to unity among different communities. There is the danger that undue influence might be brought to force children to read in the script other than that of their choice, especially when the number of such children is small. The Committee desire to emphasise that full option should be given to children to choose the script and that provision should be made for teaching them in that script.

24. *English.*—Discussion on the question whether English should be taught in the "basic" schools revealed considerable difference of opinion. Some members of the Committee feel that English should have no place in these schools which are primarily meant for rural areas. The study of English in such schools is educationally unsound. The time taken in its study is out of all proportion to the advantage gained and tends to prevent the formation of a firm foundation of education.

25. On the other hand, some members of the Committee believe that a good grounding in English is essential for higher studies and so long as English remains the medium of instruction in colleges and retains its importance in all phases of Indian life, the study of English must be started at an age earlier than 14. The Wood-Abbott Report, with its emphasis on teaching through the vernacular, admits that "the study of English, at least as an optional subject, may have to be included in the curriculum of some of the lower secondary schools where there is a public demand for it".

The Committee, however, agree that the demand for English will be met by the possibility of transfer after the 5th class or about the age of 11 + to schools where English is taught and that English should not be included in the curriculum of "basic" Wardha Schools.

26. *Craft and Manual Activities.*—The fundamental principle of the Wardha Scheme is education through productive craft activity. Perhaps

the word "creative" would be preferred to "productive" by educationists as the word "productive" may be and has been read to imply that economic production outweighs educative development. We emphasise that the Wardha Scheme stresses the educative value of craft work. That saleable material will be produced in the higher classes of the basic schools is no objection to the scheme. Indeed unless saleable material is produced the educative possibilities have not been satisfactorily exploited. The income from the sale of such material might well be applied to the upkeep of the school.

27. It is unnecessary to discuss the educative principle of learning by doing. All recent literature emphasises this principle and all schools with any pretence to be up-to-date have adopted it. Indeed the education of children through hand work in its various forms is one of the outstanding features of modern education. The Committee unanimously agree with the principle of educating children through purposeful creative activities which should gradually develop into productive work.

28. To prescribe one basic craft in the lowest classes of a school which children of the age of about 6 may join is educationally unwise. The activities in these classes arise from the child's interests and desires and should not be forced on him by the adult. Any activity which appeals to a child's interest is suitable so long as it "makes a demand on a boy's skill, judgment, sense of observation and power of calculation and combines all or some of these in a constructive effort to achieve an end which he himself wishes to achieve". As the Wood-Abbott Report says, "it is not so much the thing made or done as the integration required in the making or doing, which is of educational value". Dr. Zakir Husain himself emphasises this point in his appendix to "The Activity School", when he says "It is not the attainment of skill but the process of acquiring it that is educative". As the child becomes older his interests change. Many of them become less transitory and can be satisfied through one basic craft in which the pupils should reach a high degree of skill. Such crafts as agriculture, weaving, woodwork, metal work provide facilities for educational development, appeal to the growing child's sense of making and doing something, increase his self-respect since the product of his labour has a market value and tend to remove the false idea that manual work is objectionable.

The Committee therefore are of opinion that in the lower classes (to the age of about 10 plus) there should be no single basic craft but that the various forms of activity should serve as a preparation for, and develop into, a productive basic craft in the higher classes.

29. It naturally follows that in all basic schools, indeed in all primary classes, various kinds of material for handwork must be available. Unless sufficient material is provided, the school cannot be a centre of activity.

30. *The Teacher.*—The most important condition for the success of any educational scheme is the teacher. Revised methods may be proposed, new procedure suggested or a different organisation adopted, yet these will be ineffective and fruitless unless the teachers are able to appreciate and understand the theory leading to the changes and are competent to carry them out so that the desired intention may result. As Dr. Zakir Husain writes in his report, "it is essential that these teachers should have an understanding of the new educational and social ideology inspiring the scheme combined with enthusiasm for working it out".

31. The teacher must therefore be competent to teach to the standard of the Matriculation in the usual school subjects, must be expert in methods of teaching these subjects through craft activities and must be skilled in the processes and technique of certain basic crafts. Without such teachers the Wardha schools cannot succeed and teachers of the type required are practically non-existent at present. To attempt to introduce the scheme over any wide area would invite failure.

32. The pace at which the schools can be established will depend almost entirely on the supply of trained teachers competent to implement the scheme. Hence the Committee agree with the recommendation in the Zakir Husain Report that a reasonably large area should be selected for the experiment and an educational survey of that area should be carried out by the Education Department. Immediate steps should then be taken to train the required number of teachers in the existing normal schools which should be reorganised and restaffed to suit the new system of training. In the meantime all normal schools should be so reorganised and schools should be gradually converted to activity schools as suitable teachers become available. The provision of suitable teachers will be accelerated when pupils having passed through the Wardha schools seek training as teachers, for such pupils will have absorbed the spirit of the teaching and will be skilled in some basic craft.

33. At present the usual qualification for a teacher in a primary school is a pass in the vernacular middle school examination (held after completing an eight-year course) followed by one or sometimes two years' training in a normal school. Many primary teachers do not possess even these qualifications whilst a small percentage have passed the Matriculation. This qualification, however, is for primary school purposes little if any better than the vernacular middle qualification as the gain in English often does not compensate for the loss in other ways. Obviously teachers with these qualifications cannot be expected successfully to teach satisfactorily up to a standard as advanced as their own.

34. The Wardha Scheme rightly emphasises the importance of the teacher and in order to start the scheme proposes a short emergency course of one year for specially selected teachers. The complete training course, however, is to cover a period of three years.

35. Before admission to the training college the candidate must have passed the Matriculation examination or have had at least two years' experience after passing the Vernacular Final or equivalent examination. The Committee agree that as the success of the scheme mainly depends upon the teachers it is imperative to prepare competent teachers. Some of the members, however, are apprehensive whether sufficient candidates will be forthcoming to undergo a three years' training in return for the exiguous salary a primary teacher now receives.

36. Even after the three years course of training, these teachers will hardly be competent to carry out satisfactorily the work in the highest classes of the "basic" schools. The Zakir Husain Committee contemplated the necessity of employing in the higher classes teachers with better academic qualifications on a higher pay and with this view, the Committee entirely agrees.

37. The Committee recommend that effort should be made to increase the supply of competent women teachers. Both the Zakir Husain and the Wood-Abbott Reports point out the need of women teachers especially in

the lower classes. This point was discussed at some length in the Report on the Curriculum of Girls' Primary Schools (Central Advisory Board of Education, 1937) and the Committee wish to emphasise the conclusions stated therein in regard to the need of women teachers and the spheres of possible recruitment. Several members of the Committee pointed out that the present low salaries in some provinces would not attract a suitable type of recruit and that the teachers' social status in the villages was as a rule low. This was not surprising as his salary is frequently lower than that of a menial servant. The Committee endorse the recommendation of the Zakir Husain Committee that the salary of a trained primary school teacher should be Rs. 25 if possible, but in no case less than Rs. 20 per mensem. Efforts should also be made to raise the status of the teacher by giving him on public, semi-public and other occasions the respect his profession deserves.

38. "*Cultural Subjects*".—The Committee discussed whether or not it was possible to teach through the basic craft all subjects to the standard anticipated. There was general agreement that in the lowest classes education can be satisfactorily carried out through activities. In this connection the work at Moga and other schools was cited. But as the child advances in age and reaches the higher classes opportunities for centring his cultural work and intellectual progress on the basic craft become less frequent. Much of the academic work even in the highest class can be correlated with the basic craft, but all aspects of the "cultural" subjects cannot so be treated not even by stretching correlation beyond its legitimate limits. Formal instruction will therefore be necessary to teach certain elements of cultural subjects which cannot naturally be co-ordinated with the basic craft. Dr. Zakir Husain agrees that "the school has to provide for the attainment.....of some passive knowledge. I say this lest we forget that.....not all knowledge comes through our own active experience but through the accumulated experience of generations long past" (The Activity School—Ferriere).

39. *Curriculum*.—The subjects forming the curriculum and the syllabuses of individual subjects were seriously criticised from different points of view. Amongst the points discussed were the length of time allotted to the basic craft, the political tone of parts of the syllabus in Social Studies, the omission of algebra and major games, the ambitious nature of some of the subjects of study, the lack of suitable text-books, and other matters of lesser importance.

40. Dr. Zakir Husain pointed out that the proposed syllabuses were merely tentative and their interpretation depended on the teacher and on the provision of suitable text-books. Experience would show what changes were necessary and the syllabuses would be modified accordingly. The syllabuses published with the Wardha scheme do little more than indicate the nature of the work of the Wardha schools. Necessary details will be incorporated after experience. Indeed the Wardha Scheme advises the appointment in every province of "academic assistants" whose main duty will be to keep the curriculum under constant examination in the light of educational, local and other demands. Details will also be worked out in the normal schools and training colleges whilst the preparation of suitable text-books will be immediately taken in hand.

With this explanation the Committee noted that the curriculum and syllabuses of the Wardha basic schools are not rigid but will be changed as experience necessitates.

41. *Religious Education.*—The absence of all religious teaching from the curriculum was adversely commented on and this question showed fundamental differences of opinion. On the one hand it was contended that if the State makes education compulsory for all, then the State must make provision for religious education. Muslim members pointed out that religious instruction is an essential part of general education and any scheme of compulsory education which excludes religious instruction will be resented by that community.

42. Dr. Zakir Husain had already pointed out that the Wardha scheme makes provision for the teaching of the principles common to all religions in the hope of developing mutual respect and toleration. In Gandhiji's words:—

“We have left out the teaching of religions from the Wardha Scheme of education, because we are afraid that religions, as they are taught and practised today, lead to conflict rather than unity. But on the other hand, I hold that the truths that are common to all religions can and should be taught to all children. These truths cannot be taught through words or through books. The children can learn these truths only through the daily life of the teacher. If the teacher himself lives up to the tenets of truth and justice then alone can the children learn that truth and justice are the basis of all religions”

43. The majority of members felt that religious teaching was best left to the parents or to the communities concerned, but that the State should permit religious instruction to be given in the school building, out of school hours. After considerable discussion the Committee agreed that the Government should provide facilities for religious teaching, as at present, but was not unanimous whether or not such teaching should be given in or out of school hours. The question of the inclusion of religious instruction in the curriculum is discussed in the Report of the Women's Education Committee of the Central Advisory Board of Education on the curriculum of Girls Primary Schools (1937). The majority of the members are in agreement with the views expressed in para. 11 of that report. Dr. Sir Zia-ud-din Ahmad and Khan Fazl Muhammad Khan, however, desired that religious instruction should be a school subject. The syllabus of studies for Muslim Theology should be prepared by Muslims, taught by Muslims and the State should provide all facilities.

44. *Examinations.*—The Wardha Scheme of education makes no provision for external examinations but emphasises the need of efficient and helpful supervision as contrasted with mere inspection.

45. In regard to examinations the Committee would go even further than the Wardha Scheme anticipates. The Zakir Husain report states that “the purpose of the examination can be served by an administrative check of the work of the schools in a prescribed area, by a sample measurement of the attainment of selected groups of students conducted by the Inspectors of the Education Board”. The Committee feels that even this sample measurement is open to objection and might be omitted. The standard of work in the school should be maintained by the inspecting staff and by local exhibitions of work. Promotion from grade to grade should rest entirely with the school on the results of an internal test. The

papers and work of the pupils and the results of the test should be reviewed by the inspecting officer at the time of his visit. At the end of the school course the school itself can grant a leaving certificate after a final internal examination stating merely that the pupil has satisfactorily completed the course of the basic school. The certificate may be countersigned by the supervisory or inspecting officer after he has reviewed the pupil's work in the final test if an additional check is considered necessary. For pupils who leave the basic schools for other schools about the age of 11 plus after having completed the first five classes a similar leaving certificate will suffice. Admission to these schools should be controlled by their Headmasters who may prescribe any form of test they consider suitable for their purpose.

46. *Finance*.—The Committee did not consider the question of finance as this was outside their terms of reference. They wish, however, to point out that “activity” schools will cost more to run in the beginning than the present type of school and that the rate at which compulsion proceeds and the age to which it is applied are primarily financial questions, the consideration of which must be left to the Provinces.

47. *Conclusions*.—The following is a summary of the main conclusions reached at the meeting of the Committee:—

- (1) The scheme of “basic” education should first be introduced in rural areas.
- (2) The age range for compulsion should be 6 to 14 years, but children can be admitted to the “basic” school at the age of 5.
- (3) Diversion of students from the “basic” school to other kinds of school should be allowed after the 5th class or about the age of 11 plus.
- (4) The medium of instruction should be the vernacular of the pupils.
- (5) A common language for India is desirable. This should be Hindustani with both the Urdu and Hindi scripts. Option should be given to children to choose the script and provision should be made for teaching them in that script. Every teacher should know both scripts, *viz.*, Urdu and Hindi. Some members of the Committee suggest that the adoption of Roman script might prove a solution to the language difficulty and greatly minimise the work of both scholar and teacher.
- (6) The Wardha scheme of basic education is in full agreement with the recommendations made in the Wood-Abbott Report so far as the principle of learning by doing is concerned. This activity should be of many kinds in the lower classes and later should lead to a basic craft the produce from which should be saleable and the proceeds applied to the upkeep of the school.
- (7) Certain elements of cultural subjects, which cannot be correlated with the basic craft, must be taught independently.
- (8) The training of teachers should be reorganised and their status raised.
- (9) No teacher should receive less than Rs. 20 per mensem.

- (10) Efforts should be made to recruit more women teachers and to persuade girls of good education to take up teaching.
- (11) Basic schools should be started only when suitable trained teachers are available.
- (12) The curriculum will need revision in the light of experience.
- (13) English should not be introduced as an optional subject in basic schools.
- (14) The State should provide facilities as at present for every community to give religious teaching, when so desired but not at the cost of the State.
- (15) No external examinations need be held. At the end of the basic school course a leaving certificate based on an internal examination should be given.
- (16) Pupils wishing to join other schools at the end of the 5th class (age 11+) should also be granted a leaving certificate.
- (17) Promotion from class to class will be determined by the school, though the results of the internal examinations should be subject to the supervisors' inspection.

B. G. KHER (*Chairman*).

SYED MAHMUD.

R. S. SHUKLA.

GERTRUDE C. GRIGG.

AMRIT KAUR.

ZIA-UD-DIN AHMAD.

W. H. F. ARMSTRONG.

S. P. MOOKERJEE.

FAZL MUHAMMAD KHAN.

HANSA MEHTA.

J. E. PARKINSON.

On account of his illness, Dr. Zakir Husain has not been able to sign the Report. He has, however, approved it.

APPENDIX I.

The following is a list of papers which were circulated to the members of the Committee:—

1. Resolution passed at the third annual meeting of the Central Advisory Board of Education, held on the 28th January 1938, appointing this Committee.

2. Proceedings of the All-India National Education Conference held at Wardha in October 1937 to consider Gandhiji's scheme of basic education.

3. Report of the Zakir Husain Committee and the proposed syllabus prepared by it.

4. Note by Mr. J. E. Parkinson, C.I.E., Educational Commissioner with the Government of India, on the objections to the Wardha Education Scheme.

5. Note by Khan Fazl Muhammad Khan, Commissioner and Secretary to His Exalted Highness the Nizam's Government, Department of Technical and Vocational Education, on the Wardha Education Scheme with a chart illustrating a possible scheme of re-organisation of education in Indian schools.

6. Note on the action taken, or proposed to be taken, by the Provinces on the Wardha Education Scheme.

7. Resolution passed by the All-India Educational Conference on the Wardha Education Scheme at its thirteenth session held in Calcutta in December 1937.

8. Report of the Madras Teachers' Guild on the Wardha Scheme of Basic Education.

9. Resolution passed by the Indian National Congress at Haripura in February 1938 on national education in India.

10. Resolutions passed at the first meeting of the Central Advisory Board of Education held in December 1935 on educational reconstruction in India.

11. Circular letter to Provincial Governments and Local Administrations No. F. 1-6 (a)/36-C. A. B., dated the 30th April 1936, on the resolutions of the Central Advisory Board of Education on educational reconstruction.

12. Resolutions passed by the Indian Universities' Conference in 1934 on educational reconstruction.

13. Circular letter to Provincial Governments and Local Administrations No. F. 83-1/34-E., dated the 25th January 1935, on educational reconstruction in India.

14. Circular letter to Provincial Governments No. L-1834, dated the 20th January 1938, on Government recruitment and unemployment.

15. Report on Vocational Education in India by A. Abbott, C.B.E., formerly His Majesty's Chief Inspector of Technical Schools, Board of Education, England, with a section on General Education and Administration by S. H. Wood, M.C., Director of Intelligence, Board of Education, England.

16. Views of the Provincial Governments on the recommendations made in the Wood-Abbott Report.

17. Report on Vocational Education in Hyderabad State by A. Abbott, C.B.E., formerly His Majesty's Chief Inspector of Technical Schools, Board of Education, England.

18. Report of the Sub-Committee for the re-organization of education in the Hyderabad State.

19. Vidya Mandir Scheme—A way to the spread of free and compulsory mass education within a fixed period.

20. Vidya Mandir Syllabus and *Ad Interim* Report of the Syllabus Committee, Central Provinces and Berar.

21. Report on Educational Reconstruction and Vocational Training in the Central Provinces and Berar.

22. Report on Vocational Training in Primary and Secondary Schools and consequent reorganization in Bombay.

23. School Education in Bengal—Resolution No. 1037-Edn., dated the 9th March 1937.

24. Report of the Women's Education Committee of the Central Advisory Board of Education on primary education of girls in India, 1936.

25. Report of the Women's Education Committee of the Central Advisory Board of Education to consider the curriculum of Girls' Primary Schools in India, 1937.



APPENDIX II.

Age range of compulsion.									
Years.									
Madras	.	.	.	.	.	.	.	.	6—11.
Bombay	.	.	.	.	.	.	.	.	6—11.
Bengal	.	.	.	.	.	.	.	.	6—10.
									Under the
									Bengal Pri-
									mary Educa-
									tion Act, 1919.
									6—11.
									Under the
									Bengal (Rural)
									Primary Edu-
									cation Act,
									1930.
United Provinces	.	.	.	.	.	.	.	.	6—11.
Punjab	6—11.
Bihar and Orissa	6—10.
Central Provinces	7—11.
Assam	6—11.
Delhi	6—11.



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